**WELLBEING AND WELLNESS**

**PSY 638**

**1811 60315**

**Meeting Times:** Monday / Wednesday 5:30 pm – 10:00 pm

**Instructor:** Caroline Paltin PhD – Clinical Psychologist – Assistant Professor, Regional Director of Academics College of Letters and Sciences, Department of Psychology, NU Costa Mesa

**Email:** cpaltin@nu.edu

**Office Hours:** by appointment

**Phone:** 714-429-5133 Voicemail and text.

**Class Dates: Mondays-Wednesdays: 5:30-10:00 P.M.**

**Dates: 10/30, 11/01, 11/06, 11/08, 11/13, 11/15, 11/20, 11/22, AND Saturday , 11/24**

**COURSE DESCRIPTION**

Overview of contemporary concepts and practices related to psychological wellbeing and wellness. Emphasis on examination of, and coping with, stressors that affect psychotherapists as well as integration of wellbeing and wellness models into psychotherapy.

**OBJECTIVES AND LEARNING OUTCOMES**

* Compare and contrast different contemporary concepts of wellbeing and wellness.
* Develop a resource document that provides information, resources, or training relevant to improving wellbeing and wellness through lifestyle changes, self-help activities, and psychotherapy.
* Illustrate ways in which client wellbeing and wellness approaches can be integrated into the practice of psychotherapy in at least two different settings such as individual private practice, public and private mental health agencies, hospital settings, or the workplace.
* Describe and evaluate various physical and mental health professions that incorporate wellness or wellbeing concepts into their treatment approaches.
* Examine specific approaches to minimizing or coping with stressors and stress symptoms to psychotherapists.
* Formulate a personal wellbeing/wellness plan that could be implemented in a clinical mental health internship.

**REQUIRED TEXT**

Norcross, J.C., & Guy, J. D. Jr. (2007). *Leaving it at the office: A guide to psychotherapist self-care.*New York, NY: Guilford Press.

Granello, P.F. (2013).  *Wellness counseling.*New York, NY: Pearson.

**Method of Instruction**

This course will utilize Lecture, Cooperative Learning, Visual Media, and Student Presentation.

This course will be conducted as a graduate seminar. Students will be in small groups with each group making a presentation on an assigned group project that relates to the course content. There will also be a separate individual oral presentation on a topic of the student’s choosing as related to the course. These are participatory exercises that will help make the class a more active learning experience. During each class we will have self-reflection exercise questions intended to help you better grasp the important material, and various activites developed to promote practice of wellness.

**Assignments**

**In Class Group Project:** Small groups will work together on an assigned Topic from the *Wellness Counseling* Textbook. For each presentation, each group will divide the content amongst themselves with each member responsible for presenting a section to the class in a 30 to 40 minute presentation. Be creative! Case examples are acceptable as related to the subject and topic. These projects will be graded on each member’s individual contribution and presentation including completeness, effort, and insight (connection to the material in the chapter). **60 points**

**Individual Presentation**: Each Student will choose a topic of personal interest from any of the chapters in the *Leaving it at the Office or Wellness Counseling* textbooks and present this information to the class as a 20 to 30 minute presentation. As you do this presentation, include factors that would be considered relevant and important to your role as a therapist. Engaging the class in discussion would also be beneficial to your presentation. Alternatively, students may choose a topic of interest related to the course and make their own presentation. Please discuss your chosen topic with the instructor. Power point presentations are encouraged. Student will turn in an outline of their presentation for grading. **60 points**

**Self-Reflection Exercises:** You will have fill in self-reflection exercises at each class meeting to help you reflect on your own self-care and wellness awareness. 7 of them worth 10 points each. **70 points**

**Signature Paper (40 points):**

* Utilizing what you have learned from your class readings and presentations, write a 3-4 page paper (APA format) which covers the following points:
* Explain what you have done for stress in the past as you are in your internship and experiencing life as a counselor. Did it work? Why not? If it worked, explain how.
* Write a wellness plan for yourself including:
* at least 3 things (ways) that you have done or will do for yourself as self-help activities, changes in lifestyle, therapy, trainings, etc.-- which you can utilize as a resource for your mental health, wellbeing and wellness.
* In your paper, list these activities, and if there are exercises, list them and/or attach scripts for guided imagery, etc.
* If you have resources, please cite them in your paper. Use at least two resources outside of your textbook.

**Mid- Term Treatment paper (50 points):**

* **Read 2 articles. Your pick of the following four.**
* 1. Davis, D.M., & Hayes, J.A. (2011). What are the benefits of mindfulness? A practice review of psychotherapy related research. *Psychotherapy, 48*, 198-208. doi: 10.1037/a0022062
* 2. Myers, S.B., Sweeney, A.C., Popick, V., Wesley, K., Bordfeld, A., & Fingerhut, R. (2012). Self-care practices and perceived stress levels among psychology graduate students. *Training and Education in Professional Psychology, 6*, 55-66. doi 10.1037/a0026534
* 3. Sin, N.L, & Lyubomirsky, S. (2009). Enhancing well-being and alleviating depressive symptoms with positive psychology interventions: A practice-friendly meta-analysis. *Journal of Clinical Psychology, 65*, 467-487. doi: 10.1002/jclp.20593
* 4. Walsh, R. (2011). Lifestyle and mental health. *American Psychologist, 66,* 579 – 592. 10.1037/a0021769
	+ Then, summarize articles in 4-5 pages, APA format.
	+ After the summaries, also explain if you have had personal therapy and if you feel it was beneficial for you (or not) in becoming a better therapist. If you have not done your personal therapy, explain what has stopped you from doing it and how that has possibly hindered or helped your efficacy as a therapist.

**Final Exam:**

To be discussed in class **(50 points)**

**Class Participation:** Your participation in the class is important for your own learning and respect for your classmates work and efforts. Let your voice be heard. (**20 points)**

**GRADING STANDARD:**

**Group Presentation: 60 points**

**Individual Presentation: 60 points**

**Self-Reflection Exercises: 70 points**

**Signature Assignment: 40 points**

**Midterm: 50 points**

**Final Exam: 50 points**

**Attendance: 20 points**

**Total: 350 points**

Grades will be assigned based on the following criteria:

A = 350-330

A- = 329-310

B+ =309-290

B = 289-270

B- = 269-250

C+ = 249-230

C = 229-210

 C- = 209-190

D = 189-170

 F = below 170

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| **Course Schedule** **The following schedule is tentative may be revised at the instructor’s discretion in order to accommodate topics and assignments.** |

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| Session and Date |  |  **Individual Presentations** |
| Session 1 10/30/2018 | Introductions, Review syllabus Wellness and Wellbeing Overview  |   **Set Assignments** |
| Session 2 11/01/2018 | **Exercise #1****Guest Presentations:****Trauma and the Body****Meditation session** | Art Therapy for Exploration |
| Session 3 11/06/2018 | **Exercise #2** **Group Project - Chapter 7:** **Cognition-Rules for Reality.****Individual Presentations** | Valuing the Person of the Psychotherapist (Chapter 1)Refocusing on the Rewards (Chapter 2)**Granello:** Models for Wellness Counseling (Chap. 3)Yoga NIDRA Demo TBA |
| Session 4 11/08/2018 | **Exercise #3 –****Group Project – Chapter 8:****Emotional Regulation.****Individual Presentations** |  **MIDTERM PAPER DUE**Recognizing the Hazards (3)Minding the Body (Chapter 4)**Granello:** Theoretical models of wellness (Chapter 3) |
| Session 5 11/13/2018 | **Exercise #4 -** **Group Project – Chapter 9:****Physical & Psychological** **Well being.** **Individual Presentations** | Setting Boundaries (Chapter 6)Nurturing Relationships (Chapter 5)**Granello:** Change Science (Chapter 4)Guest Speaker TBA |
| Session 6 11/15/2018 | **Exercise # 5 –** **Group Project – Chapter 10:****Nutrition For Wellness.****Individual Presentations** | Restructuring Cognitions (Chapter 7)Sustaining Healthy Escapes (Chapter 8)**Granello:** Complementary Treatments (Chap. 5)Art Therapy for Process and growth |
| Session 711/20/2018 | **Exercise # 6 –****Group Project – Chapter 11:****Preventative Self Care.****Individual Presentations** | Creating a Flourishing Environment (Chapter 9)Undergoing Personal Therapy (Chapter 10)**Granello:** Incorporating Wellness Counseling Chap. 6 |
| Session 8 11/22/2018 | **Exercise # 7 –** **Group Project – Chapter 12:****Meaning And Wellness:****Purpose For Living.****Individual Presentations** | Cultivating Spirituality and Mission (Chapter 11)Fostering Creativity and Growth (Chapter 12)**Granello:** Spirituality: Benefits of Belief (Chap. 13)Music and Art for FlowContact Dance Guest Presenter TBA |
| Session 9 11/24/2018 |  **Final Exam** |  **SIGNATURE PAPER DUE** |

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**Course Policies:**

* Regular attendance and participation is expected and absences will be monitored. There will be quizzes at the beginning of every class for which you will receive points, so regular attendance is clearly advantageous. If you are not present without prior notice to the instructor you will forfeit any available points.
* You are expected to attend *all* scheduled classes and remain for the full time period. If you are planning to miss more than two scheduled classes or any exam, you should reconsider taking the course at a later date. Students who have more than three absences cannot be given a satisfactory grade.
* Please make every effort to read the assigned chapters from your text; your familiarity with the chapter will make your participation in class discussions more meaningful. Your contribution to these discussions is beneficial to everyone’s learning.
* Respect for the contributions of fellow classmates, as demonstrated in style of discussion and approach to differing points of view is of paramount importance. All discussion shall be approached using the basic therapeutic skills you are expected to learn throughout your studies.
* If you must be absent for a particular class session, any assignment that is due that session must be turned in before the class to receive full credit for the assignment. Late submission will be allowed only until the next class session. Make-up work will be allowed and extra credit will be discussed on an individual need basis.
* **Cell phones are to be turned off during class. If you have an unusual situation that requires you be accessible by cell phone, please discuss with your instructor ahead of time.  Under no circumstances is use of texting, email or internet via cell phone a permissible practice.**
* Academic honesty is expected. Per university policy “any form of cheating, plagiarism or attempt to obtain credit for academic work through fraudulent, deceptive or dishonest means will not be tolerated.”
* **Plagiarism is a serious offense and is taken very seriously by the University. Please read the current catalog to understand the possible consequences of this behavior.**
* All written work is to be in APA format and all references cited appropriately. Use Standard English in written work. Papers will be graded for content, organization and proper mechanics and points will be awarded or deducted accordingly. Failure to follow APA style will also affect your grade. Please visit the Writing Center in you need assistance in this area.
* National University follows the policies of the ADA (Americans with Disabilities Act). If you require assistance from the University due to a disability please contact Student Services for assistance.
* **Ethics**
Ethical behavior in the classroom is required of every student. The course will identify ethical policies and practices relevant to course topics.
* **Diversity**
* Learning to work with and value diversity is essential in every degree program. Studentsare required to act respectfully toward other students and instructors throughout the course. Students are also expected to exhibit an appreciation for multinational and gender diversity in the classroom and develop leadership skills and judgment appropriate to such diversity in the workplace.
* **Technology**

Students are expected to be competent in using current technology appropriate for this discipline. Such technology may include word processing, spreadsheet, and presentation software. Use of the Internet and e-mail may also be required.

* **Civility**

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Rules of classroom behavior (which apply to online as well as onsite courses) include but are not limited to the following:

* Conflicting opinions among members of a class are to be respected and responded to in a professional manner.
* Side conversations or other distracting behaviors are not to be engaged in during lectures, class discussions or presentations.
* There are to be no offensive comments, language, or gestures.
* **Writing Across the Curriculum**

Students are expected to demonstrate writing skills in describing, analyzing and evaluating ideas and experiences. Written reports and research papers must follow specific standards regarding citations of an author’s work within the text and references at the end of the paper. Students are encouraged to use the services of the University’s Writing Center when preparing materials.

* The following website provides information on APA, MLA, and other writing and citation styles that may be required for term papers and the like: <http://www.nu.edu/LIBRARY/ReferenceTools/citations.html>
* Library Electronic Resources:
* The NU Library System (NULS) purchases access to several databases of full text articles from scholarly journals. Go to <http://www.nu.edu/library> and click on “Electronic Resources.”
* **NU Library Statement:**
* The NU Library system (NULS) supports academic rigor by providing access to scholarly books, journals, e-books, and databases of full text articles from scholarly journals. Library books and journal articles can be shipped to online students. Librarians are available to assist students at the Spectrum Library in San Diego, at regional Library Information Centers (LIC), and online.
* **General Web Sites:**
* NU Writing Center Web Page
* [**http://www.nu.edu/writing\_center/index.html**](http://www.nu.edu/writing%20center/index.html)
* Advice on writing in APA style
* [**http://webster.commnet.edu/apa/apa\_intro.htm**](http://webster.commnet.edu/apa/apa_intro.htm)
* Updates for APA Manual
* [**http://www.apastyle.org/fifthchanges.html**](http://www.apastyle.org/fifthchanges.html)